

13
PROCEEDINGS

OF THE TRUSTEES OF THE

JOHN F. SLATER FUND

FOR THE

EDUCATION OF FREEDMEN

1901

BALTIMORE

1901

TRUSTEES.

1901.

DANIEL C. GILMAN, LL. D.,
President.

Chief Justice MELVILLE W. FULLER, LL. D.,
Vice-President.

Hon. J. L. M. CURRY, LL. D.,
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ALEXANDER E. ORR.

Letters may be addressed to
Hon. J. L. M. CURRY,
1736 M STREET, N. W., WASHINGTON, D. C.

CLERK :

BENJAMIN STRONG,
195 MADISON AVENUE, NEW YORK.

PROCEEDINGS
OF THE TRUSTEES OF THE
JOHN F. SLATER FUND.

TWENTY-SIXTH MEETING.

The annual meeting of the Trustees of the John F. Slater Fund was held at the office of the United States Trust Company, 47 Wall Street, New York, on Wednesday, April 3, 1901, at half-past two o'clock p. m.

President GILMAN called the Board to order, and the Clerk acted as Secretary. The members in attendance were Messrs. BALDWIN, CURRY, DODGE, GILMAN, JESUP, ORR, and STEWART. Letters explaining their absence were received from Chief Justice FULLER, Bishop POTTER, Bishop GALLOWAY, and Mr. SLATER.

The minutes of the preceding meeting were read and approved.

The minutes of the Finance Committee and the Treasurer's annual report were read, and both were approved, ratified and confirmed.

A summary of the Treasurer's report is as follows:

Receipts.

1900.	DR.
April 3. To Balance from last Fiscal Year,	\$ 2,480 36
“ Income,	75,157 20
	————— \$77,637 56

Payments.

	CR.
By Investments,	\$16,825 00
“ Appropriations,	
1900–1901,	55,018 00
“ Expense Account, . . .	4,999 00
“ Balance on Deposit, . .	795 56
	————— \$77,637 56

It was moved and adopted that any change to be made in the securities be left with the Finance Committee.

The report of the Auditor, Mr. ORR, was presented, accepted and approved, and he was requested to perform similar duties for the ensuing year.

The Chairman of the Educational Committee, Dr. CURRY, submitted the minutes of the Committee, and the appropriations recommended were read and adopted as follows for the year 1901–02:

Hampton Normal and Agricultural Institute, \$	15,000
Spelman Seminary, Atlanta, Georgia, . . .	5,000
Normal and Industrial Institute, Tuskegee,	12,000
Claflin University, Orangeburg, S. C., . . .	5,000
Shaw University, Raleigh, N. C.,	2,500
State Normal School, Montgomery, Alabama, on condition that the State contributes not less than five thousand dollars in addition, for the coming year,	3,500
Tougaloo University, Jackson, Miss., . . .	3,500
Straight University, New Orleans, Louisiana,	1,500
Bishop College, Marshall, Texas,	1,500
Meharry Medical College, Nashville, Tennessee,	1,500
Hampton Normal and Agricultural Institute, for Schools in Norfolk,	2,500

A resolution was adopted, that fifteen hundred dollars (\$1,500) of the sixty thousand dollars recommended to be appropriated by the Finance Committee for the beneficiaries and expenses during the coming year be placed to the credit of Doctor CURRY, for such use as he may deem it wise to make of the same.

The following resolutions were adopted:

Resolved, That appropriate steps be taken to arrange for bringing before the next Congress the desirability of the appointment of a National Commission, to enquire into the present condition of education among the Negroes of the South, and for getting such accurate facts as shall bring the whole matter in a clear and practical manner before the American people.

Resolved, That this matter be referred to the Chairman, the Treasurer, and the General Agent, with power.

On motion, it was

Resolved, That Section Four of the By-Laws be amended to read as follows :

That the Annual Meeting of the Board shall be held at such time and place in October of each year, as the Board, or the President, may direct, and that Special Meetings may be called by the President, or the Executive Committee, at such times and places, as in their judgment may be necessary.

On motion, it was

Resolved, That an arrangement for a joint meeting with the Peabody Board be left to the President to carry out.

The report of the Chairman of the Educational Committee was received, accepted and ordered to be printed.

On motion, it was

Resolved, That our Co-Trustee, Dr. CURRY, be requested, in connection with his next report as Chairman of the Educational Committee, to add a brief history of the John F. Slater Fund and state what it has accomplished, and the conclusions the Board has arrived at regarding Industrial Training, as the result of the work done.

Mr. W. H. BALDWIN, JR., was appointed by the Board a member of the Educational Committee in place of the late Mr. WILSON; and Dr. CURRY was asked to prepare a minute expressing the respect of the Board for their late colleague.

Dr. CURRY subsequently submitted the following minute, which was approved by the Board and ordered to be printed in their proceedings.

WILLIAM LYNE WILSON was born in Jefferson Co., Virginia, May 3, 1843. Graduated from Columbian University and the Law School, he was afterwards Professor of the Ancient Languages, President of the University of West Virginia, and Superintendent of Schools in his county, and thus was possessed of rare and peculiar qualifications which fitted him for the trusteeship to which he was unanimously elected in April, 1896. He served in the 48th, 49th, 50th, 51st, 52d and 53d Congresses, in the last of which he was Chairman of the Committee on Ways and Means, and had charge of the tariff bill. In the same Congress he introduced and carried through the House of Representatives the bill for the repeal of the "Sherman Law." Afterwards he was Postmaster-General, and when he retired from that position he became President of Washington and Lee University, in Virginia.

Mr. Wilson illustrated in his official duties the value of high scholarship and superior culture, and he harmonized broad statesmanship, political leadership, and personal popularity with strictest personal purity and integrity and unblemished Christian character. He was a faithful member of this Board, took deep interest in his work, and his large and varied experience made him a valuable counsellor. His modesty, frankness, courtesy, amiability, ready knowledge, versatile talents, and gentlemanly bearing endeared him to his associates, who place on record this estimate of his lofty virtues and his eminent ability.

The following preamble and resolution offered by Mr. JESUP were adopted :

In making the appropriations for this year as recommended by the Educational Committee, this Board places on its record that this year completes the five years' time, the period fixed by the Board in 1896, during which the Board increased its appropriations to Hampton and Tuskegee, at which time the whole subject of industrial education was discussed by the Board; and that the Trustees are grateful to record the success which has attended their suggestions and efforts made with Hampton and Tuskegee, as the success of these institutions has been attained by the aid and appropriations made by this Fund, and indicates what should be done in other sections of the country. Therefore be it

Resolved, That our General Secretary, Dr. CURRY, should, in his own way and at the proper time, inform Hampton and Tuskegee that the time seems to be drawing near when their appropriations may have to be reduced.

The Board then adjourned.

REPORT OF THE CHAIRMAN OF THE EDUCATIONAL COMMITTEE.

TO THE TRUSTEES OF THE JOHN F. SLATER FUND:

Since 1860 the negro has attracted unusual attention, more thorough and scientific study, especially along ethnological and sociological lines, than ever before. In the East, because of increased modern discoveries, we have abundant archaeological and historical material. On the contrary, among the negroes there is an utter dearth of such aids to investigation. No written documents, no tombs and palaces, no inspiring memories from Thermopylæ or Salamis, no objects teaching the actual life of the past, but we are confronted by a dreary, sterile waste, an arid nullity. As there is such little inducement to study the native land, the primitive home of the negro, the student must confine himself to those of the race who were torn from Africa and brought under the influence of other races, cults and civilizations. Practically all periods are prehistoric, and no influence is traceable on other peoples. Early and later centuries are alike destitute of invention, commerce, literature, international relations. It is well that in studies we are having aids from Dubois, Washington, Thomas, Johnson, and others of partial negro ancestry. Every slaveholder knew that a characteristic of the negro, inherent or an evolution from his servile condition, was his secretiveness. No white person is the full confidant of the negro. It is doubtful whether the Confessional secures a frank and full disclosure. Dr. Slattery, of Baltimore, after twenty-two years in the closest relations with the race, says "there is no white man living who has the negroes' entire confidence." With my well-known and gratefully acknowledged labors for the upbuilding of the freedmen, I have found it impossible to gain full testimony as to their social and religious condi-

tions. The facts as they lie on the surface are not always a proper indication of what lies below.

During the last year, numerous utterances, in press and public address by learned professors, investigators in social statistics, and by others of both races, have appeared, presenting various aspects of the ever-recurring negro problem. Some of these have been hopeful, but more have been tinged with darkest hues. Temperate and thoughtful discussion will eliminate error and bring out truth. Unfortunately, prejudice and ignorance blind us to facts, warp judgment, and injuriously affect conclusions. One writer, of negro ancestry, with large observation drawn from residence and official position both in the South and North, has in a recent, much-reviewed book, "The American Negro," presented a most doleful and pessimistic view of the negro question, giving an exaggerated and repulsive picture of faults and vices, of industrial, mental and moral incapacity, of depravity in men and women, of insensibility to their own vileness, of party subordination, of inappreciation of duties and requirements of American citizenship. He emphasizes the need of "thoroughly safe-guarding every step in the training of the negro with forceful and effective methods of instruction." What is imperatively needed is "a training of the perceptive, constructive and executive faculties of man, in order that he may have an intelligent notion of what he undertakes to do and the faculty of knowing when and how to do it in the best possible way." Wise as are the disapproval of applying to negro children the same methods of education that are used in the case of white children of intelligent ancestry, environed with more or less cultured homes, and the insistence upon an industrial education, as covering the entire ground of the ordinary negro needs and wants, yet the Educational Committee and the Chairman certainly, after long and anxious study of the problem in its manifold bearings, cannot accept these doleful and discouraging conclusions. It is preferred to take the more rational and hopeful conclusions of other students, especially of Mr. Washington, whose strong and persuasive and buoyant testimony is more conducive to hopeful effort and to Christian teachings. My observations and reasonings make me to trust in the slow but sure progress, and in the ultimate attainment of a higher and nobler condition. What has been done is not what was wished, is often very disappointing—results sometimes not commensurate with the outlay—but it justifies continued and wiser efforts. The painful thing, after the experience of years, in connection with what has been written, of conservative or destructive character, is the 'lame and impotent conclusion,' the failure

to meet admitted difficulties by practical and adequate suggestions and remedies. The anxious mind waits, seeks for, a solution which remains unspoken. How are evils to be averted, dangers to be met, conditions to be changed, hopes to be realized ! Where is the path which leads to safety, to light ? Statesmanship is lacking, philanthropy accomplishes a little, and religion points to agencies and outcome which may require indefinite time.

In view of the circumstances, unprecedented and marvelous, connected with the negro, his advent to America, his enslavement, his history, his emancipation and the consequences thereof, public opinion should be slow to find fault, and should be charitable in seeking excuses and palliatives for errors and wrongs. The obstacles, inherent and ignorantly or criminally imposed, have been apparently insurmountable. Whatever there is in heredity, in unbroken millennial continuity of poverty, ignorance, barbarism, savagery, paganism, in the degrading influence of slavery and inferiority, has stood like an impenetrable barrier in the way of progress. Deplorable as slavery was to the Afro-American, there was some relief to the dark background. It made homogeneous a diverse negro race ; it gave a language* and improved religion, habits of obedience, subjection to authority, regular and systematic labor, acquaintance with productive industries, food, shelter and clothing, the benefit of kind treatment, the humanizing influence of contact with a cultivated race and those beneficent ameliorating influences which come from personal example and association with the refined, the pious, the free. Emancipation, intended for good, and lauded as a providential deliverance, as an open door to greater enjoyment of human and civil rights, has not produced the expected results. Governmental action has been marked by unwisdom and followed by a strange and disheartening neglect. Freedom, citizenship, suffrage, the usual accompaniments of free government in America, have been potent instrumentalities of racial injustice and degradation and peril, for which both sections are responsible. Only after centuries of discipline, toil, preparation, sacrifice, patience and blood, the Anglo-Saxon attained civil and religious liberty. By a vast and grotesque governmental power, hastened in its exercise and enhanced in its mischief by ignorance of the true situation, the freedmen were thrust upwards into the duties and responsibilities of the most cultivated and experienced citizenship. Quickly

*A missionary in Africa, Bishop Penick, said that in his schools the boys had thirty-six languages.

following precipitate emancipation came the endowment with suffrage, a policy condemned by Lincoln and all equally sagacious statesmen. A hasty attempt to equalize in all the duties and privileges of citizenship, rightly avoided with the Indians, Hawaiians, Porto Ricans, Filipinos and Cubans, has proved a travesty on representative government, and by a double recoil—a political boomerang—has become nearly fatal to white and to black. The delusive and harmful efforts to indoctrinate the negro with impossible notions as to equality of capacity and right; the ill-considered attempts of religious zealots and inexperienced educators to give classical and higher training to a race with “centuries of mental density” behind it, should not be debited against the negro, but rather credited in his favor, in our estimate of his capacity and progress.

By a singular perversity of fact and reason, education, heretofore regarded as a priceless boon, as the cause and result of free institutions, of civilization, as a necessity to human development, to attainment of a higher life, worth millions of expenditure and the best administrative capacity, is now by some regarded as the source and provocative of crime, as incompatible with the best development of a race, and as so full of harm that it should be doled out most sparingly and under rigid limitations. The truer doctrine is, that remedies for social, political and personal maladies are not material and legislative, not quick and direct, but by the slower and surer method of mental education and moral regeneration. The question of negro education, in itself, is a big one, of prodigious import, and we should get some lessons of patience and wisdom from the conduct of Great Britain, Holland and Germany in their dealings with dependent and inferior races. An American, by a kind of peculiar instinct, evolved from his own history, turns to the church-house and the school-house as the pioneer factors in civilization and good government. During and immediately after the war of secession, the general government, through the Freedmen’s Bureau, undertook to furnish the means of education, but soon withdrew its support, and since, persistently and in inconsistent disregard of the claims of the negro and the obligations resulting from emancipation and enforced citizenship, has refused national aid for fitting the negro for his suddenly created and imposed rights and privileges. Religious denominations were prompt and liberal in devising schemes for education, and, by a blunder, from the evil effects of which the race has not recovered, dubbed the schools, “Colleges” and “Universities,” and adopted inapplicable and unattainable courses of study. Methods and courses of instruction, borrowed from advanced civilization, were sought to

be applied to new and strange conditions, without reference to age, race, pursuits, environments, capacities. What these early-established schools and others of like aim and character are doing and have done, deserve, despite serious mistakes, grateful commendation rather than censure and criticism. They should have encouragement and aid, but far more effective and wide-reaching agencies are needed. All these denominational and private schools reach but a small fraction of the uncountable mass of negro children. The total enrollment in the public schools of the South of negro children, in 1898-99, was 1,511,618, or 33 per cent. of an estimated number of negro children of 2,912,910, and the public expenditure from State revenues for these children from 1870 to 1901, was about \$117,000,000.

The American Missionary Association, at its last meeting, said : " While we are thankful to the forces of philanthropy and religion in the North, which have been able to do so much in planting schools and churches, and lifting the colored race up to a level of self-respect, the South has not failed in doing its part. Considering their means, they have taxed themselves heavily for the support of schools and have afforded nearly, if not quite, equal advantages to the children of former slaves as to their own."

What Hampton, Spelman, Tuskegee, Claflin, Tougaloo and others are doing is a great blessing, but the aggregate attendance does not reach over 45,000. What of the millions that have not been, never can be, reached by these schools ! Many people seem unwilling to recognize the great fact, the most important fact in our history, that these children can be reached only through the public, State-established, State-controlled, State-supported public schools, and that " free schools for all the people," the education of the illiterate, here, within our own ancient territorial limits, at our own doors, is the paramount issue, overshadowing all other questions, domestic or foreign, which can be presented to, or acted upon, by our people. This education is more vital to our internal peace and prosperity, than are navies and territorial expansion to our external defense.

The Association already referred to, probably the most effective of all agencies at the North, in behalf of the education of the colored people, wisely says : " The public school system, through the energy of wise leaders, men of higher education and skill, is gradually becoming perfected and is destined to become in the South, as it is in the North, the most potent of all factors for the uplifting, the saving and the culture of the young people of our time."

That is *the* work for States, cities, the whole people, on general principles, with wide adaptation to racial needs, with revenues, State and

local, supplied by taxation, since the general government is heedless of its solemn obligations.

Unfortunately, in these late days, there is little intelligent, concerted effort of statesmanship to master this question or find a solution of the problem. Session after session of Congress goes by, and, after a few passionate speeches, Senators and Representatives reflect the feeling and wishes of the people when they pass the subject by without serious thought or a suggested remedy. This momentous question remains in huge proportions. Apprehensions of the wisest have not been allayed. The Slater Fund has addressed itself conscientiously to doing what was possible with an inadequate income, recognizing manual, mental and moral instruction as the true basis of reform and elevation. Other and stronger agencies are needed and their coöperation should be sought. National platforms and political parties and candidates for Federal offices turn, like the Levite, to the other side, and leave the suffering unhelped. Gigantic expenditures for necessary purposes and for favorite interests, running into the billions, are discussed at length and voted profusely, but not a word is heard in our national councils for the education of the negro, and not a dollar is offered to aid the States in the white man's burden. School revenues are insufficient, teachers are poorly paid and poorly prepared, houses are ill furnished. Great improvements are necessary. In Great Britain strong Royal Commissions are appointed for the investigation of questions of great moment, and ample time is given upon the understanding that the recommendations will be at once proposed as the basis of legislation. While we have had elaborate reports upon the Relations between Labor and Capital and prolonged Industrial Commissions, we have had no official inquiry into the many-sided negro problem. Statesmanship, since the messages of President Lincoln, has avoided the question. There has been no pretense at suggestion or adoption of large and adequate and non-partisan measures. We venture to commend to the President and the American Congress a thorough and exhaustive and impartial consideration of a question affecting seriously every possible interest of the country. A report similar to that of the recent committee on Ireland in 1896 would be invaluable for trustworthy information and as suggestive of appropriate legislation.

Mr. Slater made training of teachers from among the people requiring to be taught a special object of his beneficence. Every day enforces the wisdom of his requirement. There is no royal road to learning except through competent instructors. Nearly all the aided schools have depart-

ments of pedagogy. Would it not be possible, with State or city aid, to establish and maintain, as a model, a professional school which should combine teacher training, industrial training, kindergarten work, where better ideas of home life, the only basis of all true elevation, of personal purity, of morality in everything done, desired or thought, of healthy manliness and womanliness, of right living by the light of personal and social duty as taught in the New Testament, of thrift, of sanitation, might be inculcated? Possibly a proposition to States or cities might now meet with better consideration and a coöperative response.

Attention is invited to the reports herewith submitted. The schools we aid are doing every year more substantial and better work, and they need our continuing and fostering care and inspection. There are other schools needy, clamorous, meritorious, pleading pathetically, which might be aided if our gifts were differently adjusted.

J. L. M. CURRY,

Chairman of the Educational Committee.

SUMMARY OF THE WORK OF 1900-1901.

ALABAMA.

The Hon. John A. Abercrombie, the faithful and efficient Superintendent of Education, says :

“It gives me pleasure to hand you herewith reports from the Montgomery and Tuskegee Schools showing the disbursement of the Slater Fund, and the work which is being accomplished. These reports, written by the presiding officers of the institutions indicate a healthy growth, and a gratifying public sentiment. The people of Alabama are fast taking hold of the idea that in the plans outlined and being worked out at Tuskegee and Montgomery will be found a solution of many difficult problems. There is no perceptible antagonism to the policy of the State in fostering schools of this character for the education of the Negro. On the other hand, the character of work being done in these institutions, and the influences which have been set in motion by them, have created among the thinking people of the State an enthusiastic sentiment in their favor. It is hardly necessary for me to say that all Alabamians appreciate the aid given to Tuskegee and Montgomery by the Slater Board. Nor do I think it incumbent upon me to attempt in detail to show that the money given is, under the circumstances, being spent to the best possible advantage. A visit to these institutions will show anyone that great good is being accomplished. I wish to extend to you personally and to the Board you represent, the thanks of the people of this State for the interest which has been taken in our schools for the Negro.’

State Normal School, Montgomery, Alabama.

W. B. Paterson, President. “The amount received during the present year has been expended as follows :

Sam Phillips.....	\$600
H. M. Smith.....	540

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W. H. Schoolcraft.....	\$540
Miss H. R. Stratton.....	540
Miss E. O. Hebron.....	400
Miss E. L. Buchanan.....	250
Miss A. B. Slaymaker.....	630

“The enrollment of Normal Students above sixth grade has been 537, an increase of 71 over my last report. The increase is mainly in the higher classes and consists principally of young men and women who are preparing themselves for teachers. The rigid examination to which teachers are now subjected in this State has given an impetus to our work in the direction of teacher training, and, during the present session, we have directed our efforts towards meeting the demands made upon us. The condition of our country schools has been most deplorable. The local examinations were a farce. The white men in control of the schools, on account of having members of their own family in the schools, have given more attention as to the competency and character of the teacher employed. Hundreds of incompetent, worthless teachers have been weeded out—teachers who had outlived their usefulness. The demand has thus been created for a younger and better grade of teachers, which, to a large extent, must come from Montgomery, Tuskegee and similar schools. Our students this year have shown a much greater inclination to become teachers and mechanics. Our Board of Trustees instructed the Faculty to extend the time given to industrial work. This has been done by lengthening the school day from 3 p. m. to 4.30, giving so much more time to industrial work without interfering with the academic work done.

“The present session has been most encouraging to our teachers. In ability, in morality, enthusiasm and good deportment, the students surpass those of any previous year.

“In my last report I called attention to the progress of the colored race in this community, attributable to a large extent to the influence of this school. This progress is more noticeable today than it was then; all around us neat cottages of four to six rooms are being erected by and for colored men. The evolution of the race is slow but sure, and it behooves us to be hopeful as to the future, for ‘We shall reap, if we faint not.’

“In order to develop the home life of our students, we organized last year a ‘Home Improvement Society,’ to which were admitted all who wanted to improve their homes and surroundings. The Society has no officers but myself, no dues are paid, but all must promise to beautify their homes by

removing trash and planting flowers and vegetables. Several thousand flowers and vegetable plants were distributed among them last year. We are preparing to do so again, and on May-day next we will have a flower show, when prizes of other plants will be given for the best specimens of different plants, as well as for the best collection of plants. Talks on plant growing and kindred topics are given by the principal at morning exercises. The effect of this Society on the home life of the students has been remarkable, and we hope to get every student interested in it so that the influence of school may reach home. We are the more encouraged in our work at this time because of the educational revival in our State, due very largely to the persistent efforts of our State Superintendent. The more education the white people get, the more they are willing to allow the colored race. All the legislation too for the welfare of the schools as to the length of term, supervision, etc., applies alike to both races. Altogether, the educational outlook in Alabama was never more encouraging than it is at present."

The Tuskegee Normal and Industrial Institute.

Booker T. Washington, A. M., President. "There has not been a year since freedom came to the Negro that has witnessed such wide-spread discussion, both North and South, of all phases of his condition, as the present one. I cannot rid myself of the feeling that much, if not all, of this discussion is going to prove most helpful to the Negro's education and general development. I am of the opinion that there is more thoughtful interest in the Negro, at the present time, than has ever existed. The mere spasmodic and sentimental interest in him has been, in a large degree, replaced by the more substantial, thoughtful kind, based upon a comprehension of the facts.

THE VALUE AND PURPOSE OF INDUSTRIAL EDUCATION.

One is often surprised at the misleading and unfounded statements made regarding the progress of the Negro, but these very exaggerations serve a good purpose in causing individuals to seek facts for themselves. For example, I have recently seen a statement going the rounds of the press, to the effect that, out of 1200 students educated at Industrial schools, only twelve were farming, three working in the trades for which they were educated. Whether the Tuskegee Institute was included in the list, I do not know. It is to be regretted that those who presume to speak with authority on the advancement of the Negro do not in more cases actually visit

him, where they can see his better life. Few of the people, who make discouraging statements regarding him, have ever taken the trouble to inspect his home life, his school life, his church life, or his business or industrial life. It is always a mistake to judge any race or community by its worst. The Negro race should, like other races, be judged by its best types rather than by its worst. Anyone who judges the value of industrial education by the mere number who actually follow the industry or trade learned at a school makes a mistake. One might as well judge of the value of arithmetic by the number of people who spend their time after leaving school in working out problems in arithmetic.

“The chief value of industrial training is to give to the students habits of industry, thrift, economy, and an idea of the dignity of labor. But, in addition to this, in the present economic condition of the colored people, it is most important that a very large proportion of those trained in such institutions as this actually spend their time in industrial occupations. Let us value the work of Tuskegee by this test: On January the 10th, of this school year, we dedicated the Slater-Armstrong Memorial Trades’ Building. This building is in the form of a double Greek cross, and its main dimensions are 283 by 315 feet, and it is two stories high. The plans of this building were drawn by our instructor in mechanical drawing, a colored man. 800,000 brick were required to construct it, and every one of them was manufactured by our students while learning the trade of brick-making. All the bricks were laid in the building by our students while learning the trade of brick masonry. Plastering, carpentry work, painting and tin roofing, were done by students learning these trades. The whole number of students who received training on the buildings alone was about 196. It is to be lighted by electricity, and all the electric fixtures are being put in by students who are learning electrical engineering. The power to operate the machinery in this building comes from a 125 horse-power engine and a 75 horse-power boiler. All of this machinery is not only operated by students who are learning the trade of steam engineering, but was installed by students under the direction of their instructor. Let us take another example, that of Agriculture. Our students actually cultivate every day 700 acres of land while studying agriculture. The students studying dairying actually milk and care for 75 milch cows daily. Besides, they of course take care of the dairy products. All of this is done while learning the trade of dairying. The whole number of students receiving instruction in the department of agriculture and dairying for the past school year is 142. The students who are receiving training in farm-

ing have cared for 619 heads of hogs this year ; and so I could go on, and not give theory, nor hearsay, but actual facts, gleaned from all departments of this school. It should be remembered that 80 per cent. of the colored people in the South live by some form of agriculture.

TUSKEGEE GRADUATES WORK AT THEIR TRADES.

“It does not look reasonable that of all the large number of students engaged upon the farms and in the dairy, that only 1 per cent. should make any practical use of their knowledge after leaving Tuskegee. But this is not the fact. The best place to get a true estimate of an individual is at his home. Same is true of an institution. Let us take, for example, Macon County, Alabama, in which the Tuskegee Institute is located. By a very careful investigation, it is found that there are not less than 35 graduates and former students in Macon County and the town of Tuskegee alone who are working at trades or industries which they learned at this institution. At the present time a large two-story brick building is going up in the town of Tuskegee that is to be used as a store. The store is owned by a graduate of this institution. From the making of the brick to the completion of all the details the work is being done by graduates or former students of this school ; and so examples could be multiplied. Following the graduates and former students into the outer world, the record is as follows : A careful examination shows that at least three-fourths of them are actually using during the whole time, or a part of the time, the industrial knowledge which they gained here. Even though they do not use this knowledge in making a living, they use it as housekeepers in their private homes ; and those who teach in the public schools either directly or indirectly use it in helping their pupils.

“Aside from all that I have said, it must be kept in mind that the whole subject of industrial training on any large and systematic scale, is new, and confined to a very few institutions in the South. Industrial training could not be expected to revolutionize the progress of a race in ten or fifteen years. At the present time, the call for graduates from this institution to take positions as instructors of industries in other smaller institutions, as well as in the city schools, is so urgent and constant that many of our graduates, who would work independently at their trades, are not permitted to do so. In fact, one of the most regretful things in connection with our whole work is that the call for our graduates is for so many more than we can supply. As the demand for instructors in industrial

branches of various schools becomes supplied, a still larger percentage of graduates will use their knowledge of trades in independent occupations.

ATTENDANCE AND GROWTH OF THE SCHOOL.

“The average attendance for the school year has been 1083—321 young women and 762 young men. The total enrollment has been 1231—359 young women and 872 young men. Nine-tenths of the number have boarded and slept on the school grounds. In all the departments, including officers, clerks and instructors, 103 persons are in the employ of the school. Counting students, officers and teachers, together with their families, the total number of persons constantly upon the school grounds is about 1200. Students have come to us from 27 states and territories, Africa, Porto Rico, Cuba, Jamaica, Barbadoes. There are 12 students from Cuba alone. During the present school year students have been trained in 28 industries, in addition to the religious and academic training.

“We have made progress in the matter of training our young women in outdoor occupations. Beginning with this school year, we are now giving a number of girls training in poultry, bee culture, dairying, gardening, fruit growing, etc. In this climate, there is no reason why women should not be trained in such industries, and thereby get a knowledge which will command a good living, and enable them to live at the same time out in the open fresh air. A large hennery is now being built, and it will be almost wholly under the supervision of our girls. The electric lighting has been extended, so that about one-half of the buildings are now lighted by electricity.

“Notwithstanding the stress put upon industrial training, we are not, in any degree, neglecting normal training for girls who are to teach in the public schools. The number of graduates this year from all the departments is fifty-one. In addition to religious and academic training, each of these graduates has had training at some trade or industry. In considering the number that go out each year, account should be taken of those who are well trained, but who are unable to remain long enough to graduate. Our graduate and former students are now scattered all over the South, and wherever they can, they not only help the colored people, but use their influence in cultivating friendly relations between the races.

“While our work is not sectarian, it is thoroughly Christian; and the growth in the religious tone of the school is most gratifying. We have had more visits this year than ever from Southern white people, who are more and more showing interest in our efforts.

DISBURSEMENT OF APPROPRIATION.

G. W. Carver.....	\$1,000
C. W. Greene.....	700
G. W. Owens.....	600
W. V. Chambliss	500
C. D. Menafee.....	400
C. A. Warren.....	250
A. U. Craig.....	600
W. A. Rayfield.....	500
W. S. Pittman.....	450
Lewis Adams.....	700
Laura E. Mabry.....	300
Mary L. Dotson	250
Eliza S. Adams.....	350
Lavinia E. DeVaughn.....	300
W. D. Jones.....	300
J. W. Carter	500
H. E. Hooper	500
J. M. Green.....	500
J. C. Greene	500
M. D. Garner.....	300
Chas. H. Evens.....	400
Geo. B. Evans.....	400
J. H. Washington.....	700

“In closing this report may I add that we are constantly indebted to you, both in your official capacity and personally, for help in the development of our work at Tuskegee. Your frank criticism during your frequent visits to us in pointing out our weak points as well as the strong ones has gone far to make our effort succeed.”

STRAIGHT UNIVERSITY—New Orleans, Louisiana.

Oscar Atwood, D. D., President. “The attendance up to date is 640, which is larger than at any time in the history of the institution. The number of teachers and officers is 25. The spirit of the school is most excellent.

NORMAL DEPARTMENT.

“The enrollment is 80. The graduating class numbers 14, ten young women and four young men. Several of these have shown considerable aptitude for teaching. A thorough review is given in the common English branches, followed by methods of teaching the same. Each student teaches two classes daily for a week at a time in the primary and intermediate grades, under the supervision of the Critic Teacher. Several of the class have acted as substitutes in primary and grammar grades, and have done creditable work.

“Our graduates are now filling important positions in the schools of this city and in other parts of Louisiana, Mississippi and Texas.

“The demand for well-equipped teachers is increasing, and to meet it another year has been added to our normal course. We are trying to bring our students into close touch with the public school system of this State. The teacher of methods is a graduate of the State Normal School, Buffalo, N. Y.

INDUSTRIAL DEPARTMENT.

“Woodworking and Mechanical Drawing.—The number of students enrolled is 109. The good results which come from this department are more and more evident each year, and there is an increasing interest in this work on the part of the older students, as well as the graduates. The Alumni Association show their interest by their efforts to aid the department. They have already raised more than \$150.

“Our Industrial Department, more than anything else, appeals to parents as an inducement to send their children to school.

“Doers who can *think*, and thinkers who can *do*, are, and will ever be, in demand, and no one realizes this more than the colored man of to-day who wishes to help his children to a better chance in life than he himself has had.

“In Point Coupee Parish, in this State, can be seen to-day an enduring witness to the value of the Slater appropriation to Straight University. This witness is a substantial modern school-house large enough for four school-rooms, 25 x 30 feet each, with halls, etc., and a school therein with 120 pupils, under the care of three teachers. This school is the result of the determination and efforts of one of our graduates to do something for the uplifting of the 15,000 of his race in his native parish. Two of our graduates erected the building with their own hands, from plans drawn by themselves in the drawing-room of this University, and it was opened recently to the school, with an indebtedness of less than \$180. All the

cost, more than \$3000, has been secured by efforts among the colored and white citizens of the parish. The story of this school shows the value of the training which the aid received from the Slater Board enables us to give.

DOMESTIC ART.

“Enrollment 211. Sewing is taught from the Fourth to the Eighth Grades inclusive. Millinery in the Eleventh and Twelfth Grades. At the end of the course pupils have a practical knowledge of all varieties of hand and machine sewing—of the methods of drafting, cutting, fitting and making undergarments and dresses of washable material.

“The Class in Millinery is made up of girls in the Senior and Junior Classes of the Normal and College Preparatory Departments, and they are taught accuracy in doing things, neatness, economy in cutting materials and the utilizing of odds and ends. Our aim is to make the girls skillful with the needle, to train their judgment, to give them self reliance, persistency, power and capacity for self-help and self-support and to enable them to fill well their places in life.

“This department is under the efficient direction of a graduate of Pratt Institute, Brooklyn, N. Y.

PRINTING.

“Number of pupils in this branch 35. All of the printing for the University and much job work are done.

DISBURSEMENT OF APPROPRIATION.

Emerson C. Rose.....	\$800
James D. Gordon.....	500
Annie L. Hazen.....	300
Emily W. Nichols.....	400

“Straight University stands for thorough training of head, hand and heart. It has a body of competent and faithful teachers. The influence of the School is felt over a wide area. Your visits have always given us new courage and hope. We are very grateful for the aid we have received from the Slater Fund, and are striving to carry out the wishes of the Trustees.”

CLAFLIN UNIVERSITY.—Orangeburg, South Carolina.

L. M. Dunton, D. D., President. "Our report for 1900-1901 is perhaps the most encouraging of all. With our increased facilities for instruction in both the literary and manual training departments, we are enabled to report much better results.

"We wish to record at the beginning of this report our thankfulness to the John F. Slater Board of Trustees, and to Dr. J. L. M. Curry, for the aid that makes one department of this institution possible. Every young man and woman who has gone out from Claflin is better equipped for his life work because of the manual training department. The demand for skilled labor is increasing very fast, and our students, reinforced with hand training, have no difficulty in securing positions and employment.

"Real estate, 100 acres; buildings, 14; probable value, \$175,000; volumes in library—bound, 5,500, unbound, 3,500; teachers—male, 16, female, 17; practice teachers, 14; students—male, 370, female, 380.—total, 750. About 300 were turned away for lack of room.

"Literary schools.—Courses of study,—college, college preparatory, normal, English and music. The courses of study cover 15 years. Students recite 20 hours per week in the literary, and 5 hours per week in the manual training schools. Students completing the normal courses receive the degree A. B. or B. S. Students completing the normal course receive the degree of Licentiate of Instruction, as authorized by the Legislature of the State. This degree entitles them to teach in the public schools in the State without further examination. Pupils in the lower grades and those who are otherwise employed during the day, are taught in the night school by the practice teachers, under the direction of the principal of the normal department. The object of the normal course is to prepare young men and women for teaching. During the Spring term a special class in the theory and practice of teaching is formed, open to all accredited teachers in the State, free of charge. Teachers are also permitted to enter the regular classes for review, or advance work.

"Our Methods and Aims for Industrial and Manual Training.—For several years we have been assiduously studying this much discussed education, for its benefits and ills, for its advantages and disadvantages, as a panacea for a people, or a helpful adjunct to literary training for the fuller and more complete development of the man. Happily the last-stated reason for industrial and manual training seems to us its real and definite purpose. It is really a highly helpful and beneficial complement to lite-

rary training, and in itself as compared with the latter, coequal and coexistent. With the same care that we manifested in studying the subject, have we set about the study of the best methods for promoting the highest interests, both educative and economic, of industrial and manual training. Our experience has led us to full appreciation of the benefits to be derived from the Russian shop work, Swedish Sloyd, and the Americanized blending of appropriate details of both. Nor have we been blind to the real and technical difference between industrial and manual training, and the excellencies of each. As we have viewed it, manual training is primarily educative; our methods are suited accordingly.

“The course pursued at Claflin is four years.

“First Year, Sloyd, for Higher English Pupils.—This consists of making one-piece articles. This one-piece concrete plan of instruction is introduced here in preference to the Russian or a more abstract method, because the students at this age have not reached that mental strength necessary to grasp the abstruse geometrical principles involved in the advanced system of joinery.

“Our plan is to give such a course, systematically arranged, as will at the beginning appeal to the esthetic taste of the students and elicit their interest, then to add gradually and judiciously more complex problems as they advance. In the first year Sloyd very few hand tools are used.

“Second Year, Advanced Sloyd for First Normal and Preparatory Students.—More bench tools are used, and the articles are of two, three, and more pieces. Exercises in sawing, planing true surfaces, chiselling, boring and dressing irregular curved surfaces, nailing and gluing. In this second year work the student makes a working drawing, inked in, and works from his or her drawing (boys and girls alike take the first two years together).

“Third Year, Russian Shop Work, Second Normal and Preparatory.—Students are at that stage of mathematical training that they can begin to see the real geometrical and esthetic value of their work, and manifest a deep interest in working out each successive problem.

“Fourth Year, Advanced, for Third Year Normal and Preparatory Boys and Special Students.—When given problems are finished, requiring one term, the students are given problems and conditions which they must themselves think, design and execute. These same students, on entering the Freshman college class, enter upon a special two years' course in Architecture.

“We are arranging classes in iron-working, wheelwrighting, painting, and, for next year, in tailoring, on the same high and intellectual plane as the course in woodwork above outlined. At present we have good departments and instruction in the branches above named, but we will be satisfied only with the very best in reach. The work of the classes this school year has been of superior quality to any previous year. The influence of the manual training schools on the health, morals and manners of the students, as well as their mental improvement, is very perceptible. The discipline of the school is at a minimum ; this is so because the manual training departments afford congenial recreation, entertainment and employment. Nearly all of the students of this institution are members of some branch of the Christian church.

“The enrollment in manual training is as follows :—architectural drawing, 12 ; mechanical drawing, 125 ; wood-working, 125 ; iron-working, 18 ; brick laying, 120 ; type setting, 8 ; agriculture, 10 ; house-painting, 16 ; wheelwrighting, 5 ; sewing, 221 ; dressmaking, 55 ; millinery, 26 ; cooking, 26 ; housekeeping, 26. The senior girls receive practical instruction in domestic economy.”

DISBURSEMENT OF APPROPRIATION.

W. Wilson Cooke.....	\$800
E. B. Clark.....	400
Robt. F. Fowler.....	250
J. I. E. Seawright.....	110
Alton Bythewood.....	150
James McPherson	150
Arthur R. Wilson	80
Thomas Bowler.....	160
Floyd Ballard.....	70
Charles Wright.....	200
Edna Sasportas.....	140
Madora E. Bulkley.....	140
W. T. Noss.....	600
Venila Ingersoll.....	250
B. E. Ingersoll.....	500

MEHARRY MEDICAL COLLEGE OF WALDEN UNIVERSITY.—Nashville, Tenn.

G. W. Hubbard, M. D., Dean. "The end of the session of 1900-1901 marks the close of the work of a quarter of a century.

"The Meharry Medical College was opened in October, 1876, and was the first medical school for the education of colored physicians established in the Southern States. At that time it is probable that scarcely a score of regularly educated negro physicians were practicing in these States. Since its organization 783 students have been enrolled, 450 of whom have completed the course of study and received the degree of Doctor of Medicine.

"For the session of 1900-1901 the enrollment is as follows: Freshmen, 73; Sophomores, 46; Juniors, 57; Seniors, 41; total, 217. Twenty-six were enrolled in Pharmacy, twenty-seven in Dentistry, and one in a special course in Obstetrics, making a total enrollment of 271.

"The graduating exercises were held at the Tabernacle, and it is estimated that 4,000 people were present to witness them. Hon. J. M. Head, Mayor of Nashville, gave a short address, and said that the exercises were among the best that he had ever witnessed.

"Three of the members of the graduating class of 1901 expect to go to Africa as medical missionaries. One of this number is a native of Liberia, and has spent ten years in this country preparing himself for Christian work among his people.

"Students have been in attendance during the present year from twenty-one different States, Oklahoma and Indian Territories, District of Columbia, one from Bermuda, three from Jamaica, one from South Africa, two from Liberia, and one from Dutch Guiana, South America.

"The students of Meharry have enjoyed excellent clinical advantages during the past session. Weekly clinics have been held at the college. Special surgical clinics have also been held, which gave the students opportunity of witnessing difficult operations.

"Mercy Hospital was opened to the public about September 1, 1900. It is a two-story brick structure of twelve rooms, and contains twelve beds, most of which are of the latest hospital pattern. During the last school session one hundred and sixteen patients have been treated. The death rate has been about 3 per cent. Arrangements are being made for opening a Nurse Training School in connection with this hospital at the opening of the coming session.

“A circular letter of inquiry was recently sent out to the Meharry medical alumni. Among the questions asked were the following :

“1st. What was your professional income for 1900? 2d. What is the value of the real estate owned by you? 3d. What is the value of your personal property? 4th. How many volumes in your library? 5th. How have you been received by the white physicians?

“One hundred replies have been received from graduates residing in sixteen States, Oklahoma, and the District of Columbia. The total professional income received for 1900 from the above mentioned 100 was \$133,382 ; the average income was \$1,332.82. Seventy-four reported real estate valued at \$227,975 ; average value, counting the entire 100, \$2,279.75. The value of personal property was \$110,056 ; average, \$1,100.56. Total value of real estate and personal property, \$329,031 ; average amount of property owned, \$3,290.31. Total number of volumes in libraries, 13,700 ; average number, 137. Ninety-nine reported that they had been kindly received by the white physicians in the locations where they have been practicing ; and many mentioned with appreciation the assistance they have received from, and favors granted them by, their white professional brethren. In a few cases a considerable amount of white patronage is reported, but, as might be naturally expected, the greater portion of their income is derived from their own people.

“Ten of the graduates served in the United States army during the late war with Spain. Several have rendered acceptable service as United States Pension Examiners. About 90 per cent. of the graduates are members of some church, and about 10 per cent. had received a college education before commencing the study of medicine. In most cases our alumni have made good records in passing examinations before the County, District and State Medical Examining Boards.

“Each year an increasing number of graduates are taking post-graduate work in the medical colleges and hospitals of New York, Philadelphia and Chicago, giving special attention to surgery.

“There is still an urgent demand for educated colored druggists, and all the members of the class in pharmacy of 1901 had situations open to them before graduation. One of the members of this class, a few weeks before graduating, took an examination before the Tennessee State Board of Pharmacy, and of the ten applicants he was the only one who received a certificate of Registered Pharmacist.

“In order to accommodate the increasing number of students plans are now being prepared for the erection of a new building, to be used for

laboratory work. The success of our work in the past is due, in no small degree, to the aid granted us by the Trustees of the John F. Slater Fund."

DISBURSEMENT OF APPROPRIATION.

W. J. Snead	\$300
R. F. Boyd	200
F. A. Stewart.....	200
J. A. Lester.....	150
P. R. Burrus.....	150
Wm. Osburn.....	100
J. B. Singleton.....	150
B. T. Thielen	100
W. Sevier	150

SPELMAN SEMINARY—Atlanta, Georgia.

Miss Harriet E. Giles, President; Miss Lucy H. Upton, Dean. "The future of Spelman never looked so bright as to-day. The general condition of the Seminary during its twentieth year is set forth in the report presented to the Board of Trustees, a copy of which we enclose. We approach the twentieth anniversary with joy and hope in our hearts, and grateful thanks on our tongues. The most radical external change that has ever come to us is now in process of evolution. The value of our equipment is being doubled. When school opens next October we are to be housed wholly in brick, and all traces of the old wooden dormitories, dear because our first home, but inconvenient and dilapidated, will have disappeared. Kitchens, spacious, cheerful dining-rooms, dormitories and study-rooms, a hospital, ideal in location, construction and appointments, new offices, bath and toilet fixtures, porcelain-lined tubs instead of the wooden, library and reading-room, steam and electric plants, an artesian well, etc., are among the improvements which the new century brings us.

"Our Normal and Training Department has had an enrollment of eighteen students, one above the average number for the nine years of its existence. We gave six diplomas in May, and hope to grant three next May, which will make the number of graduates twenty-nine. The enrollment in the Seminary reached 640 pupils, with 42 teachers. The attendance has been more irregular than usual. The county school system in

Georgia works to our disadvantage in that schools are usually open for two months in winter and three in summer, and the winter term must be held to secure summer work. For this reason we frequently lose advanced students after Christmas. Some return and try to make up their lost studies, but the system is a serious drawback to higher education. Our Nurse-Training Department, which will receive greatest benefit from our enlarged facilities, has had thirteen in the full course. With our enlarged facilities we can accommodate larger classes, and can train them as we have long desired. Three patients are now waiting for operations in the original wing of our hospital, which will be ready in a few days. The various departments of our industrial work are being carried on as usual, including the dress-making and sewing. We have found it advisable to extend our dress-making course from two to three years, in order to give time for sufficient practical work to secure efficiency. The Missionary Training Department has been enlarged into the Christian Workers Course. You will be interested to know of the plan we are intending to try to increase the attendance in the Teachers' Professional Department, and to extend a knowledge of our work in this line throughout the South. We are writing to the superintendents of schools in forty-seven Southern cities, offering a scholarship in this course to one negro woman, a teacher, in each city, and a special illustrated circular will be sent with these letters. Allow us to express once more our deep gratitude for the aid we receive from the Slater Fund, without which work on our present scale would be impossible."

DISBURSEMENT OF APPROPRIATION.

Elizabeth V. Griffin	\$800
Lucy H. Tapley.....	600
Rose M. Ganster	500
Nellie F. Munger.....	430
Marian E. Leland	400
Sophronia E. Nesbit.....	400
Laura M. Zollers.....	400
Alice M. Paxton.....	296
Carrie S. Everett.....	218
Ruth E. Griffith.....	280
Lena M. Topping.....	500
Annie E. Shapleigh.....	176

SHAW UNIVERSITY—Raleigh, N. C.

Chas. F. Meserve, President. "The present year has been one of the very best in the history of the institution. The enrollment to date is 458, exclusive of the night schools and the Blount Street Industrial School. The night school enrollment reached 126, and the Blount Street Industrial School, 175, making a total enrollment of 759. Many applicants were turned away on account of insufficient dormitory accommodations and an inadequate teaching force.

NORMAL DEPARTMENT.

"The number enrolled in this department for the current year is 223. The teachers have been faithful and efficient. The work, however, is not of as high a grade as it should be, on account of the poor condition of the public schools. We find, however, as a rule, that our graduates obtain first grade certificates from the county examiners, and do good work.

NIGHT SCHOOLS.

"One of the unique features of this institution is its night schools, which are operated six months in the year. They are in session five nights in the week, and are made up of boys and men who are employed during the day as messengers, porters, blacksmiths, carpenters, etc. The ages this year have ranged from ten to fifty-seven. This is the second year these schools have been in operation, and they have proven a stimulus to many who would not otherwise have obtained any education at all. The teachers are young men who have had experience in teaching in public schools, and have been selected from our professional departments, and who, with the true missionary spirit, give their services. The Blount Street Industrial School is in session but one day in the week, and is for the benefit of poor boys and girls. No charge whatever is made for tuition, and the work of the teachers is a labor of love.

INDUSTRIAL DEPARTMENTS.

"This has been by far the best year of the institution from an industrial standpoint. Classes in sewing and dressmaking are now well organized, and receive instruction every afternoon. There will be opened at the beginning of next year a cooking school.

“The industrial department for young men has been entirely reorganized and refitted. Large classes have been busy each afternoon the entire year. We placed in charge of this department at the beginning of the year a competent and educated colored man, who has given his whole time to the department. New interest has been aroused, and there have been many instances where the young men have asked to work overtime and also on Saturdays. A new interest has been awakened. The blacksmith- and machine-shops have run with a full force, and there has been daily a class in manual training, and for a part of the year in mechanical drawing. Most of the repairs about the institution have been done by the young men at odd hours.

“No boarding students are received at Shaw, outside of the professional schools, unless they enroll themselves in the industrial as well as the literary departments.

PROFESSIONAL SCHOOLS.

“These schools have this year had the largest enrollment since they were established, the total being 120, nearly all of whom were in the schools of medicine and pharmacy. The work done in these departments, in connection with the hospital, has been of untold value. Nearly all of the cases treated have been charity patients, and we have spent in their care and in the providing of medicine hundreds of dollars, for which we have received no return.

“On March 14th a class of 19 was graduated in Medicine and Pharmacy. There is a great demand for graduates in medicine and pharmacy, and if we had sent out a class of fifty or seventy-five they would find favorable locations in a few months.

“I wish to call your attention to the kindly interest of all races in this institution. At the recent commencement of the Professional Departments, Governor Aycock was present by special invitation, and presented the diplomas and conferred the degrees, and showed by his address a deep interest in the education of the colored race.”

DISBURSEMENT OF APPROPRIATION.

Lizzie B. Gibbs.....	\$500
Etta L. Jacobs	400
Mrs. A. W. Pegues.....	400
Ida J. Brown	200
K. P. Battle	500
J. M. Pickel.....	500

HAMPTON NORMAL AND AGRICULTURAL
INSTITUTE—Hampton, Va.

H. B. Frissell, D. D., Principal. "The Hampton School has been in existence for a third of a century. It is now five years since the Armstrong and Slater Trade School was opened, and three years since our Agricultural and Domestic Science Departments were housed in a building of their own. These two buildings, with their equipment, represent considerably over \$100,000, and their erection meant a new epoch in the progress of this institution. But for the encouragement and financial help which you and the John F. Slater Board have given us, this new development would hardly have been possible.

"During the past year an enthusiasm has been shown, not only in our Academic Department, but in our industrial and agricultural work, such as we have never seen before. I believe that the work habit is gaining ground at Hampton. The number of students taught in the various departments of the Trade School during the past year is as follows: Blacksmithing, 25; wheelwrighting, 15; carpentry, 38; tailoring, 20; painting, 10; tin-smithing, 1; steam-fitting, 5; machinist trade, 13; bricklaying, 6; harness-making, 5; shoemaking, 9; total, 147. The decrease from last year is owing to more careful selection of student material, certain definite requirements having been made for admission to all the shops, and especially stringent ones for admission to the machine-shop, since the machinist trade requires more mathematical knowledge than the others. Instruction is made the prominent feature of the work, and only so much of productive industry is allowed as will help the students to gain a practical knowledge of their trades.

"Just as far as possible Hampton is made a miniature world, where the young people meet and master the same problems that they will meet later in the outside world. Supplemental work in the various trades has been made more and more a part of each boy's course. This year's finishing class in carpentry has taken, for half the year, one-half day each at bricklaying, painting and tin-smithing, four hours at wood-turning, and six hours at designing small houses and estimating the material for them. The balance of the time each week has been spent at the carpenter's bench.

"The Steam Engineering department has given most thorough training to the young men who are being taught that trade. In addition to the experience of running the various engines on the grounds, the boys have helped put the steam-pipes into the new building, and have also helped

in all the general repairs on the place. Their association with the different kinds of engines, pumps, condensers, boilers, heaters and dry-kilns, under a man who is anxious to teach them all that is possible, ought to place our boys on a footing with any other boys in the country who are learning this trade. In all these departments, and in others not mentioned, a regular course in technical work is given to the students, which is as systematic as their work in arithmetic or algebra, progressing from easier to more difficult problems. Mechanical drawing is given to all the students in the Trade School. By means of all this work there has been developed a spirit of coöperation and community life, which will do much to make our boys good citizens when they go forth from us.

“Our Manual Training department gives instruction to every student in the school. No boy graduates from Hampton without having worked in wood, iron and sheet-metal, besides having taken a course in agriculture. No girl can graduate from the school without having received instruction in woodwork, enabling her to mend and make simple furniture, or without having been taught how to cook a wholesome meal, and how to make her own dresses and underclothing. She is also given a fair knowledge of plant and animal life. The course for boys consists of a year of joinery, then a half-year each of wood-turning and sheet-metal work, and in the senior year a choice of work in one or more of the various trade departments. In our Whittier School manual training begins with paper-cutting and constructive work in wood, with clay-modeling in the kindergarten. This is followed by sewing for both boys and girls, and the course ends with bench-work for the boys and sewing and cooking for the girls. Our Normal department is given practice in teaching manual training. What is daily becoming more evident in the school life here is that this thorough systematic work in the training of the hand and the eye is doing much to develop truthfulness, patience, earnestness, and a sense of responsibility in our young people.

AGRICULTURE.

“Four hundred and forty-four pupils have received instruction in Agriculture the past year. In the Junior grade they are introduced to a knowledge of plant and animal life. In the Middle grade instruction is given in drainage, rotation of crops, and plant propagation, with observation and experiment in the field. This year our Middle girls are being taught dairying, gardening, and the care of poultry and other stock. In the Senior year lessons are given in animal industry and nature study as applied to the farm.

“The assignment of individual garden plots to the Whittier children has not only created a love for working in the soil, but has developed the ideas of possession and production, at the same time that it has cultivated in the pupils coöperation, order and system. There is good prospect for improved dairying and poultry raising in the South, and we are preparing our young people for leadership in these lines of industry.

“There have been made this year 3503 lbs. of butter, and on the school’s farm there are 32 horses, mules and colts, 253 milch cows and young stock, 575 fowls and 7 incubators, all cared for by students. A small farm of four acres, with barn and silo, managed by a student, shows how a family can be supported on a small piece of ground.

DOMESTIC SCIENCE.

“General Armstrong rightly said: ‘Our work is never secure till it terminates in family life, which is the unit of Christian civilization.’ With this thought in view we have endeavored to push to the front our work in Domestic Science. We have now three courses in cooking—a very elementary one, a more advanced course, and a Normal course for those post-graduate students who intend to become teachers of cooking. Besides the regular routine in the class-room, the girls are taught the care of the dining-room, and are trained to set a table properly and to wait on table.

“The Normal class, besides receiving special training in cooking, has a short, simple course in chemistry, one in the theory and art of teaching cooking, and another in practice teaching before leaving Hampton.

“Our Sewing department is one of the most popular on the place. In addition to the regular sewing courses, classes in basketry and lace-making have been introduced. The head of the department considers that, as a training for hand and eye, basketry is in some respects superior to sewing, because inaccuracies or slovenly work can immediately be detected. In connection with the sewing a small productive dressmaking department has been started. It is quite evident that there is need of industries for our women which they can carry on in their homes in order to supplement the family income, and give work for rainy days. The erection of Cleveland Hall, which gives additional dormitories and dining-room space, and affords as well a new chapel and a more suitable study-hour room for our girls, will make possible their more careful training in the art of living properly. To teach these young people the laws of health and decent living is perhaps our most important duty.

ACADEMIC WORK.

“The following statement will show the sifting process which is now applied in selecting our student material. In response to letters applying for admission, 1300 application blanks were sent out with a statement of requirements. Only half of these were returned, the other half of the applicants presumably being unable to meet the requirements. Of those who filled out papers one-half were refused, and of the 213 who came 28 failed on the entrance examination. The result of this process is greatly improved material.

“The academic work is broader and stronger, and more in touch with life and with the other departments of the school than ever before. In our study of language we are teaching our students to *do* something, then to talk and write about it, and finally to read about it. In the regular course, for the first three months, no books are used. In the laboratories the young people make experiments in order to find out about water, air, the soil, and the plants. These are followed by conversation and written exercises upon what they have seen and done. The study of mathematics is of the same practical character.

“In our geography department we are emphasizing physiography and industries. A study of current events is still the basis of a large part of our geography course. The school’s varied industries are made, as far as possible, active centers of scientific insight into natural materials and processes, points of departure where pupils may be led out into a realization of the historic development of man.

“Much emphasis is placed upon the teaching of practical physics and chemistry, without which our agriculture, mechanical work and geography would be most superficial. Prominence is given to drawing, not only mechanical, but free-hand, drawing. Thorough instruction in vocal music is given to our pupils, and is of the greatest help in their moral and religious uplift. While the folk-lore songs are cherished, the students are also taught to sing and to appreciate the music of the best composers. One of the most interesting and helpful departments of study is that of the Bible.

“Two teachers from the Boston School of Gymnastics are making a careful study of the physical condition of our pupils. Careful measurements are made of each individual ; and records are kept of his family life, with notes as to the location of the home and whatever else will throw light upon his antecedents. A bureau of statistics has been started, which

will give us more reliable information as to the students before, during, and after school life.

SOME RESULTS.

“The stronger grasp which the institution is gaining upon the students is shown by the fact that many of the methods of punishment which were employed in former years have been entirely discarded. If some of our pessimistic friends could get a glimpse into the inner life of this institution, they would gain a hopefulness as to the possibilities of the youth of the black and red races which they do not now possess. The religious work of the school, though entirely undenominational, is most earnest, and the prevalence of missionary spirit is shown by the fact that the great majority of our graduates have gone into the country districts of the South to labor for their own people. The building of 250 neat homes for colored people within a radius of five miles of the school is largely traceable to the influence of the graduates of this institution. The autobiography of Booker T. Washington, which has commanded the interest of the whole country, is a record of an extraordinary life of service which is not likely to be repeated; but, in a quieter way, hundreds of Hampton graduates are teaching the same lessons of industry and self-help as have been taught by this most illustrious graduate of Hampton.

SUMMER WORK.

“The Summer Institute, supported partially by the State and the Peabody Education Fund, brought together in July last a remarkably fine body of teachers. Circulars sent to the superintendents of schools of the different Southern States brought back expressions of the most cordial interest and sympathy with Hampton’s plan to give such instruction in simple methods of teaching cooking, sewing, agriculture and manual training as should make their introduction into the public schools of the South a possibility.

“With hearty congratulations to you and the Slater Board for the tremendous uplift you have given to true methods of education in the South, and with sincere appreciation of the encouragement and substantial help that this institution has received from you in its endeavor to teach the youth of the Negro and Indian races to learn by doing.”

APPLICATION OF THE SLATER FUND APPROPRIATION.

F. K. Rogers	\$1,800 00
D. R. Lewis	1,050 00

J. G. Hartelius.....	\$ 166 67
G. W. Buck.....	600 00
W. H. Parker.....	1,000 00
E. H. Spennie.....	600 00
W. A. Webster.....	900 00
S. J. Scott.....	900 00
Hugh M. Brown.....	1,200 00
Chas. B. Dyke.....	333 33
W. A. Ackerman.....	600 00
J. A. Wier.....	750 00
J. F. LaCrosse.....	900 00
J. H. Jinks.....	1,200 00
Mary H. Adair.....	950 00
Annie M. Goodrich.....	750 00
Nancy E. Jinks.....	400 00

TOUGALOO UNIVERSITY—Mississippi.

F. G. Woodworth, D. D., President. "It gives me pleasure to send you a report of the work of Tougaloo for the year 1900-1901.

"The attendance has been larger than for several years, numbering in all 440, with over 200 boarders. Our buildings have been overcrowded, and many were turned away. The desire for better education seems to be constantly increasing, and we are glad to note that the average length of attendance is increasing.

"Since the last report we have completed a building for iron and steel work, which adds much to our facilities. There has also been almost completed a small cottage hospital, which will very materially assist in the work of the nurse-training department. We expect it to be ready for occupancy in about a fortnight. A building of great general value we have just begun—a chapel to seat 1000, and that will cost about \$10,000. We have added one special teacher of dress-making, besides the one for the class-work in sewing, a lady of much experience, who has awakened much interest in this branch of industry.

"We have had an official force of 27 this year. The teachers who are now paid fully or in part from the Slater Fund appropriation, and the amounts apportioned to them are : F. W. Pinches, manual training, \$900 ;

W. J. Decatur, manual training, \$550 ; Mrs. Woodworth, English, \$250 ; Dr. Ada M. French, nurse-training, \$400 ; Miss C. Westgate, domestic science, \$300 ; Miss E. V. Currier, needle-work, \$300 ; Miss H. J. Bradley, dress-making, \$300.

“The industrial courses this year have followed much the same order as in the past few years, experience having shown the wisdom of so doing. There has been, however, more of the practical carpentry and blacksmithing work joined with the more strictly manual training courses. It seems to me that the ideal condition would be to have manual training for the mass of the students and the more strictly trade instruction for those showing special aptitude. It is this that we are endeavoring to work towards.

“In the wood-working, forging and architectural drawing there have been 92 pupils, giving in the two former 90 minutes per day, and in the latter 3 hours per week. Of course all the wood-working and forging is preceded by drawings. There have been 84 in the domestic science classes, taking cookery and practical housekeeping ; in sewing, 150. The dress-making department has had 35, who are making this a specialty, and they have done excellent work in cutting, fitting and making ; 7 have made a specialty of millinery. The work of nurse-training has been in charge of a physician of thorough education. There were ten examined for certificates as trained attendants at the close of last year, and all passed a creditable examination. The lectures given to the grammar and academy departments on general health and emergency topics are of constantly increasing value. This year, as heretofore, much attention has been paid to the English work.

“I think we are justified in saying that the general work of the school is being kept up to a high standard. Our teachers are well educated, and the students who go out from here to teach have a very enviable reputation. This year, for the first time, we have a full four years' college department. We have moved slowly to the collegiate work, but we believe that the demand for it is real, and should be met.

“I wish to express my gratitude to the Slater Board for the aid given to us in the past years. It has been of incalculable value, and its good results are ever more visible. I trust that we may be deemed worthy of a continuance of the Board's generous interest. It seems to us here that we are just entering on a very decided enlargement of our influence, and that the next few years will be marked by great growth.”

**THE AGRICULTURAL AND MECHANICAL COLLEGE
FOR THE COLORED RACE—Greensboro, N. C.**

Jas. B. Dudley, President. "This institution receives \$7500 per year from the State, and \$8765 from the Federal government. The college is situated on a twenty-five acre tract of land, with something over 15 under cultivation. Besides, there is another tract of 100 acres, which we control and cultivate. The condition upon which the latter amount is received is that agriculture, mechanic arts, the English language and kindred subjects shall be leading features of our curriculum. The work of the college is done by the following departments: Agricultural, mechanical, English, and domestic science departments.

"Each student is required to do some work in agriculture. The work is both theoretical and practical. It is quite general in its nature, except for students pursuing the prescribed agricultural course.

"These students give special attention to breeding and care of live stock, farm engineering, soils and fertilizers, farm accounts, dairying, pomology, agricultural chemistry, etc. The college dairy has been made a very prominent feature of the department. The butter made by the students is claimed to be the best in the State. Even at the highest market price the A. & M. College dairy by no means can supply the demands for its product.

"In the mechanical department students receive instruction in applied mathematics, physics, mechanism, steam engineering, architecture, carpentry, wood turning, cabinet work, blacksmithing, chipping, filing, tinning, brick-making, etc. Many who have only taken partial courses in this department have been enabled thereby to secure profitable employment, while those who have completed the course have occupied responsible positions in this and other States.

"In the domestic science department instruction is given in cooking, sewing, laundry work and household economy. The students are required to prepare meals, make garments and to do other practical work. For lack of funds this important department has not been as fully developed as those previously mentioned.

"Realizing that we cannot expect from the State sufficient maintenance for a technical or industrial school, we are making earnest efforts to help ourselves, and to increase the usefulness of the college beyond the limits prescribed by our present inadequate support. In the several indus-

tries which we have established, such as our dairy and tinning departments, blacksmith-shop, brick-yard, and in those which we are planning to establish, special efforts are made not only to teach the students how to labor skilfully, but profitably as well. That is, these industries should be conducted so that a financial profit will be earned for the benefit of the college. In this way we are enlarging the income of the college, extending its usefulness, and increasing the practicability of its instruction.

“The attendance of the college has increased under present management from 58 to 198. The accommodations have been overtaxed during this session, which probably accounts for the unusual amount of sickness with which we have been troubled. We have only one dormitory for boys, and none for girls, hence our inability to accommodate a larger number. We are engaged now in an effort by popular subscription to secure funds to erect a much-needed woman’s building. Such a building would further allow us to improve our domestic science department, and would afford us accommodations for a greater number of boarding students.”

BISHOP COLLEGE—Marshall, Texas.

Albert Loughridge, A. M., President. “In general, the work has been carried forward with ample devotion on the part of the teachers, and with good success. There has been nothing wanting on the part of the teachers, except strength to carry the very heavy work. More specifically :

“The college has a complete graded school, now in full operation, with primary and grammar schools fully organized. These constitute the practice school for the normal department.

“The normal course announced two years ago has proven popular, and now enrolls a majority of the students in the academic course. Besides the usual branches of the regular course, it offers professional studies in methods of teaching, school management, history and science of education, and in school laws of Texas. Six terms of work must be given to practice teaching in the training school. The course is as comprehensive as that of the better Southern normal schools. The enrollment last year in this course was 40 ; this year, 68, a satisfactory increase of students looking to teaching as a vocation. The present enrollment in the college is 400, 35 in advance of any previous year.

“The industrial training has been prosecuted with vigor. Classes in carpentry, wood-turning, forging, etc., have been fully maintained, and satisfactory results have been reached. But the work now attempted is manual training only. Prof. Rice has given devoted and efficient service to this part of the work, and I am encouraged to think that the purposes of the Board in granting the funds have been well met by all these teachers.”

DISBURSEMENT OF APPROPRIATION.

Russell	\$750
Rice.....	500
Finney	250

SOUTHERN INDUSTRIAL CLASSES—Norfolk, Va.

The name of this enterprise, supported exclusively by the Slater Fund, is misleading, because what has been done was in Norfolk, Portsmouth, and a few adjacent places. The report of the work done from February 1900 to 1901 is not easily classified, but it embraces mother's meetings, King's Daughters, woman's conferences, and some industrial training. Miss Breed, the intelligent and admirable superintendent, says: “The interest of the community in our work has grown. The superintendents, county and city, and members of boards of education have visited the schools. Five years ago it was impossible to have a notice of the school put in the papers. This year reporters have visited the school, and written truthfully and kindly of it. The community are interested, especially from its being a possible solution of the servant question; whether or not that ever occurs is uncertain, but one or two experiments in that special direction have been successful. The true aim of the classes—better homes—seems more possible of realization, for the people, the parents, are year by year becoming more interested, and aiding the school by insisting upon industrial education. In becoming a part of a public school system the sphere for usefulness and development has been widened.”

APPROPRIATIONS, 1900-1901.

Normal and Agricultural Institute, Hampton, Va.....	\$ 15,000 00
Southern Industrial Classes, Norfolk, Va.....	2,500 00
Shaw University, Raleigh, N. C.....	2,500 00
Agricultural and Mechanical College, Greensboro, N. C.....	300 00
Claffin University, Orangeburg, S. C.....	4,000 00
Spelman Institute, Atlanta, Ga.....	5,000 00
State Normal School, Montgomery, Ala.....	3,500 00
Normal and Industrial Institute, Tuskegee, Ala.....	11,000 00
Tougaloo University, Tougaloo, Miss.....	3,000 00
Straight University, New Orleans, La.....	2,000 00
Bishop College, Marshall, Texas.....	1,500 00
Meharry Medical College, Nashville, Tenn.....	1,500 00

APPENDIX.

TUSKEGEE CONFERENCE.

The Tuskegee Negro Conference and the Summer Institute at Hampton are such beneficent and healthful agencies, the Proceedings, intended as published to chronicle the work done for the negroes, should contain a mention of them. The tenth annual session of the Conference at Tuskegee was held in February last.

“Wherever the influence of the Conference has been felt the one-room cabin has practically disappeared, though often, through the poverty of the people, the added room is only a “lean-to,” made of logs or slabs. Many of the houses that have been built during the last nine years are beautiful cottages, of five and six rooms, built after plans furnished the farmers at the Conference. By the distribution of literature and seeds the family garden has become almost universal. The cow, the pig and poultry have become a part of the life of the people, along with the raising of corn, syrup, potatoes, fruit and other food supplies. It has taught them most impressively the value of owning land, and so stimulated them in the purchase of it that each year the reports made indicate thousands of acres purchased and paid for. Mortgages have been much reduced, better preachers and teachers secured, sectarianism lessened, the school terms lengthened, and better relations established between the races. Another marked effect of the Conferences has been the springing up of farmers’ institutes and annual county fairs. These are coming to be quite common, and their exhibits show a wonderful growth, in diversified farming, improved stock, food supplies and products of the home, sewing, cooking, preserved and canned fruits.

“The Conference has also aroused the women, and they are now among the most interested workers at the local Conferences and at the General Conference.”

From the Declarations of the Conference, while all were good, four are selected :

“Third—We urge, since the country school is the backbone of the intelligence of the masses, that no effort be spared to increase its efficiency. Any injury to the country schools brings discontent to the people, and leads them to move to the cities.

“Fourth—Statistics show that crime, as a rule, is not committed by those who have received literary, moral and industrial training.

“Fifth—Regardless of how others may act, we urge upon our race a rigid observance of the law of the land, and that we bear in mind that lawlessness begets crime and hardens and deadens not only the conscience of the law-breaker, but also the conscience of the community.

“Sixth—The rapid rise in the price of land throughout the South makes it doubly important that we do not delay in buying homes, and the increased demand for skilled workmen of every kind makes it necessary that a larger proportion of our young people prepare themselves for trades and domestic employment before they are crowded out of these occupations.”

NOTE.—In the appendix to the Proceedings of 1900, an article on the John F. Slater Fund, reprinted from the *Southern Workman*, contains two or three errors, of which the truth of history requires correction. The statement of facts was obtained from a gentleman who has died since the publication. The Fund, in its purpose was, says Mr. William A. Slater, “a cherished and long-thought-of scheme, and he never contemplated the gift of a library and art museum to Norwich. Mr. Sidney Bartlett was a much older man than Mr. Slater, and was not the son-in-law, but was the father of the son-in-law. Senator Foster was not the legal adviser of Mr. Slater.” As an interesting historical fact, hitherto unpublished, a statement by Mr. Morris K. Jesup is made a part of this correction.

“An incident which may be well worth recording, in relation to the gift of Mr. John F. Slater to the Trustees named in said gift, was, that before he had made up his mind to give so large a sum of money, in discussing the matter with me, he said that his attention had been turned to the subject of the negro by reading the book, “Our Brother in Black,” written by Dr. Haygood, and that the reading of the book had made a profound impression upon him ; so much so, that if he made up his mind to give the one million, which he was then thinking of doing, he wanted to have it understood that Dr. Haygood should be accepted as the agent of the Trustees to carry out his wishes.

“After Mr. Slater had given the million dollars, and from the fact that Doctor Haygood was appointed as the agent of the Trustees, it is a self-evident fact to me that his reading of the book above mentioned first called his attention to the great subject with which his name is now connected.”

J. L. M. C.